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ABSTRACT

This report presents an evaluation of an individualized professional development program, the Professional Support Program, created at the Reading Area Community College (RACC) in Pennsylvania to provide a climate within which academic faculty and professional staff may enrich their personal and professional capacities to teach students effectively. Section A introduces the RACC Professional Support Program, highlighting the role of the Professional Support Committee in planning, developing, initiating, and evaluating activities in the areas of curriculum services, instructional services, professional development services, and program development services. This section outlines the role of the professional development services component in providing organized opportunities for professional growth at the faculty-wide, divisional and individual levels; and describes the "personalized professional development plan" and its role in professional development. Section B provides a qualitative assessment by faculty who developed the personalized professional development plan of personal and professional value. Section C presents a summary assessment of the personalized professional development plan model and discusses six major advantages of adopting the plan. Appendices include book purchases, an evaluation memorandum, the development plan, and a four-page selected bibliography. (HB)

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TITLE III
CURRICULUM ENRICHMENT ACTIVITY

INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PROGRAM MODEL EVALUATION REPORT FOR 1984 - 1985

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PROFESSIONAL SUPPORT PROGRAM

READING AREA COMMUNITY COLLEGE

JULY, 1985

TITLE III CURRICULUM ENRICHMENT ACTIVITY
INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PROGRAM
MODEL EVALUATION REPORT
FOR 1984-1985

Composed

by

Dr. Neal A. Norris

Coordinator of Curriculum Development

July, 1985

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TABLE OF CONTENTS

		Page
Section A:	Introduction	1
	1. The RACC Professional Support Program	1
	2. The Professional Development Services Component	6
	3. The "Personalized Professional Development Plan"	14
Section B:	Individual Assessments of the Personalized Plan Model	20
	1. Assessment by Faculty Member A	20
	2. Assessment by Faculty Member B	23
	3. Assessment by Faculty Member C	24
	4. Assessment by Faculty Member D	26
	5. Assessment by Faculty Member E	26
Section C:	Summary Assessment	27
Appendices		30
	Appendix A: Professional Support Center Book Purchases, 1984-1985	31
	Appendix B: Evaluation Memorandum	33
	Appendix C: The "Personalized Professional Development Plan"	34
	Appendix D: College and University Interest in the RACC Individualized Professional Development Program Model	57
	Appendix E: Selected Bibliography of Consulted Professional Development Literature	58

LIST OF FIGURES

Figure		Page(s)
1.	Organizational Chart of the RACC Professional Support Program	2
2.	RACC Professional Support Program Basic Support Process Areas	4-5
3.	RACC Professional Support Program Professional Development Services Component	7-8
4.	Internal Faculty Training Seminars, 1984-1985	9
5.	1984-1985 Professional Development Awards Funded	10
6.	Faculty Development Projects Funded, 1982-1985	12-13
7.	1984-1985 Luncheon Video Series	15
8.	Professional Support Program Handouts, 1984-1985	16-17

Section A: Introduction

It is the faculty who shape the image and the future of their institutions. They are also central to the mission of the institution. It is, therefore, essential that their concerns be heard and addressed.

--Brookes and German, 1983

1. The RACC Professional Support Program

The Reading Area Community College Professional Support Program--created in early 1983 using Title III Curriculum Enrichment and institutional monies--was founded on the conviction that our faculty and staff represent a vital human resource that should be actively supported and systematically renewed, a conviction solidly grounded on the ideal of life-long, self-directed learning. The chief purpose of this program is to provide a supportive climate within which academic faculty and professional staff may enrich their personal and professional capacities to teach all our students effectively.

The Professional Support Committee (PSC), composed of five faculty and four administrative staff members, was created in April, 1983 to provide a representative forum for considered discussion of all aspects of the RACC Professional Support Program. (See Figure 1 below for an organizational representation of this committee's relationship to other College committees.) The primary purpose of the Professional Support Committee is to enrich the capacities of the academic faculty and professional staff to create high quality, future-oriented educational programs that include significant learning opportunities for our students.

ORGANIZATIONAL CHART OF THE RACC PROFESSIONAL SUPPORT PROGRAM

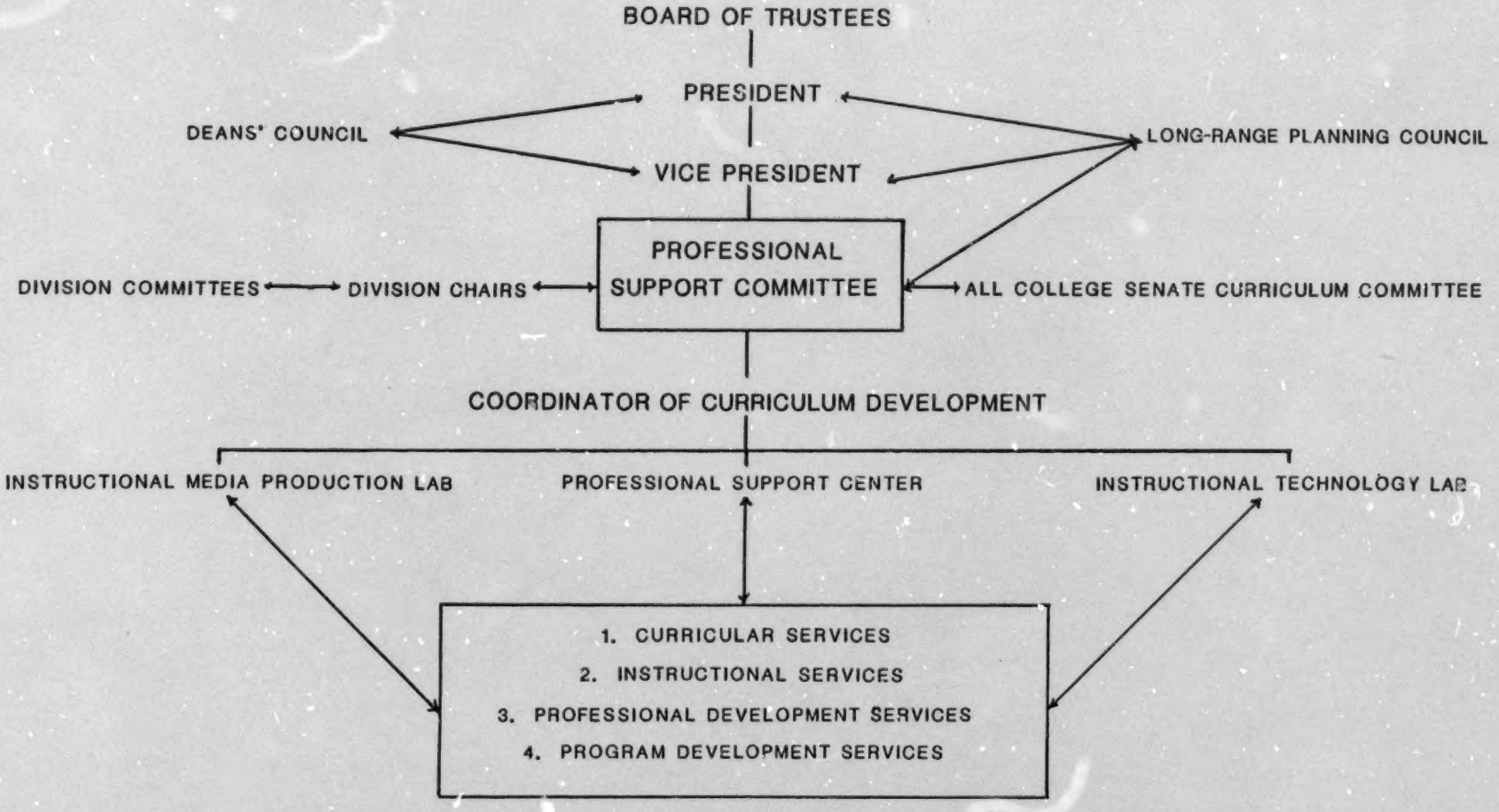

Figure 1

To achieve this purpose, the Committee assists in the formulation of policies and procedures related to the planning, development, initiation, and evaluation of activities in the following four professional support service areas: (1) Curricular Services, (2) Instructional Services, (3) Professional Development Services, and (4) Program Development Services. (See Figure 2 below for a summary of delivery options within each support service area.) Committee members have, for example, assisted in the planning and development of several key facilities, including the Professional Support Center (PSC), the Instructional Media Production Laboratory (IMPL), and the Instructional Technology Laboratory (ITL). These facilities provide the physical settings for many Professional Support Program activities and services. (See the Professional Support Program Guidebook published in March, 1985, and the Instructional Support Program Evaluation Report for 1984-1985 published in June, 1985, for detailed descriptions and evaluations of Program facilities and services.)

Professional Support Committee members have also devised a comprehensive Faculty Development Project Procedures Packet, developed a set of Professional Development Award Request procedures and evaluative criteria, and determined both Faculty and Professional Project Awards. Finally, this committee created--over a period of eight months and through four drafts--the "Personalized Professional Development Plan," a key document which provides each faculty member a unique and personalized means of planning and pursuing self-directed, long-term, and program-supported professional and personal growth.

READING AREA COMMUNITY COLLEGE PROFESSIONAL SUPPORT PROGRAM

BASIC SUPPORT PROCESS AREAS

CHARACTERISTIC FEATURES	INSTRUCTIONAL SERVICES	CURRICULAR SERVICES	PROFESSIONAL DEVELOPMENT SERVICES	PROGRAM DEVELOPMENT SERVICES
Chief Support Facilities	Instructional Media Production Lab Instructional Technology Lab	Instructional Technology Lab Professional Support Center	Instructional Technology Lab Professional Support Center	Professional Support Center
Basic Service Delivery Options	Instructional Development - Audio Recording - CAI Assistance - Ditto Duplication - Dry Mounting - Photography - Charts - Graphs - Video Recording - Transparencies - Graphic Design Individual Faculty Consultation Faculty Development Projects	Curricular Development Individual Faculty Consultation Faculty Development Projects	Synergy (quarterly newsletter) Delaware Valley Faculty Exchange Fellowship Opportunities Graduate Educational Opportunities Career Opportunities External Conferences Internal Workshops - Faculty Training Seminars - Professional Development Institutes Personalized Professional Development Plan Greater Reading Area Faculty Forum (GRAFF)	Faculty Development Projects Divisional Program Review and Improvement Program Planning Five Year Program Study Group
	Instructional Planning Instructional Evaluation	Curricular Planning Curricular Evaluation		Program Evaluation

Figure 2

READING AREA COMMUNITY COLLEGE PROFESSIONAL SUPPORT PROGRAM

(Continued)

BASIC SUPPORT PROCESS AREAS

CHARACTERISTIC FEATURES	INSTRUCTIONAL SERVICES	CURRICULAR SERVICES	PROFESSIONAL DEVELOPMENT SERVICES	PROGRAM DEVELOPMENT SERVICES
Basic Service Delivery Options			Professional Development Awards Audio-Tapes Handouts Readings Faculty Luncheon Film Series --- Colloquia Externships Internships Symposia Teleconferences Visiting Lectureships	
Anticipated Products	Handouts Quizzes Tests CAI Software Audio-Cassettes Video-Cassettes Wall Charts Transparencies Photographs Dry-Mounted Materials	Curricular Guides Instructor's Guidebooks Syllabi Programs of Study Planning Guides Position Papers Evaluation Reports Technical Reports Planning Reports Basic Skills Program Review Basic Skills Integration Plans	Directory of Professional Resources Conference Materials Packets	Faculty Development Project Reports Program Planning Reports Program Evaluation Reports

Figure 2 (continued)

2. The Professional Development Services Component

The Professional Support Committee has devoted much of its energy to the Professional Development Services Component of the Professional Support Program. Organized opportunities for professional growth have been created at three interrelated activity levels: faculty-wide, divisional, and individual. (See Figure 3 below for a summary of these activities and the range of their impact.) All College Day activities and periodic Professional Development Institutes serve as a locus of faculty-wide professional development opportunities. Divisional and individual approaches to professional development have also been devised. Internal Faculty Training Seminars have generated new interest in teaching and learning among involved faculty. (See Figure 4 below for a selected list of Faculty Training Seminar topics for 1984-1985.)

The Professional Support Committee has also initiated a series of Professional Development Awards to assist individuals and divisions in their efforts to remain at the cutting edge of their content areas. These awards provide financial assistance to participate in local, regional, and national conferences and workshops; they also assist faculty and professional staff who wish to visit sister community and junior colleges to obtain a working conception of exemplary program options that could be introduced into the Reading Area Community College curriculum. Financial support of faculty participation in the regional Delaware Valley Faculty Exchange (DVFEX) at the University of Pennsylvania in Philadelphia has prompted significant attendance at Exchange workshops in both the sciences and humanities. (See Figure 5 below for a summary of funded Professional Development Awards for 1984-1985.)

Figure 3

READING AREA COMMUNITY COLLEGE PROFESSIONAL SUPPORT PROGRAM

PROFESSIONAL DEVELOPMENT SERVICES COMPONENT

Basic Service Delivery Options	Primary Scope of Impact		
	Individual	Divisional	Faculty-Wide
1. Synergy (quarterly newsletter)	X	X	X
2. Internal Workshops			
- Faculty Training Seminars	X	X	X
- Professional Development Institutes	X	X	X
3. The Greater Reading Area Faculty Forum (GRAFF)	X	X	X
4. Faculty Luncheon Video Series	X	X	X
5. Professional Support Program Handouts	X	X	X
6. Professional Support Program Readings	X	X	X
7. Delaware Valley Faculty Exchange	X	X	
8. Professional Development Awards (for travel and external conferences)	X	X	

Figure 3

READING AREA COMMUNITY COLLEGE PROFESSIONAL SUPPORT PROGRAM

PROFESSIONAL DEVELOPMENT SERVICES COMPONENT (Continued)

Basic Service Delivery Options	Primary Scope of Impact		
	Individual	Divisional	Faculty-Wide
9. Fellowship Opportunities	X		
10. Graduate Educational Opportunities	X		
11. Career Opportunities	X		
12. Personalized Professional Development Plan	X		
13. Audio-Tapes	X		
Anticipated Options			
1. Colloquia/Symposia	X	X	X
2. Teleconferences	X	X	X
3. Externships	X		
4. Internships	X		
5. Faculty Exchanges	X		

Figure 4

INTERNAL FACULTY TRAINING SEMINARS
1984-1985

Date(s)	Time(s)	Topic
January 24, 1985	3:00 - 5:00 p.m.	Computer Aided Interactive Video Demonstration and Planning
February 13, 1985	3:00 - 5:00 p.m.	The Legal and Educational Rights of, and Responsibilities Toward the Community College Learning Disabled Student
April 9, 1985	3:30 - 5:00 p.m.	Instructional Applications of Video
April 16, 1985 April 17, 1985	2:00 - 3:30 p.m. 3:30 - 5:00 p.m.	Female Learning: Addressing the Common Instructional Needs and Learning Styles of Women
April 22, 1985 April 29, 1985	3:30 - 5:00 p.m. 3:30 - 5:00 p.m.	Introduction to Computers Introduction to Computers
April 25, 1985 May 2, 1985 May 9, 1985	3:30 - 5:00 p.m. 3:30 - 5:00 p.m. 3:30 - 5:00 p.m.	Advanced Computer Tutorial Advanced Computer Tutorial Advanced Computer Tutorial

Figure 5

1984-1985 PROFESSIONAL DEVELOPMENT AWARDS FUNDED

Person	Conference, Seminar, or Workshop	Place
Mary Lou Hartline	10/17/84. Trends in Critical Care	Philadelphia, PA
Judith Peterson	11/7-11/85. National Association for the Education of Young Children Conference	Los Angeles, CA
Christine Wadzinske	11/30/84. Legal Aspects of Clinical Instruction	Philadelphia, PA
Randall Bjorken	12/12-13/84. Developing Instructional Software	Wilkes Barre, PA
Annette Horner	1/25/85. How to Understand and Work with Adult Learners	Philadelphia, PA
Bonnie Price	12/7/84. Delaware Valley Faculty Exchange	Philadelphia, PA
Ivan Torres	2/8/85. Delaware Valley Faculty Exchange	Philadelphia, PA
Barbara Buckwalter	3/1/85. Delaware Valley Faculty Exchange	Philadelphia, PA
Beverly Kovacs	3/29/85 Delaware Valley Faculty Exchange	Philadelphia, PA
Ann Flamm	4/13-16/85. New York Learning Skills Association - Remedial/Development Education	Niagara Falls, NY
Neal Norris	5/17/85. Creativity/Team Building and Decision Making	Gwynedd Valley, PA
Julianne L. Strickler	6/5/85. Strengthening Bench Teaching	Reading, PA
Mary T. Baro	6/5/85. Strengthening Bench Teaching	Reading, PA
Alayne Fessler	6/5/85. Strengthening Bench Teaching	Reading, PA
David Lawrence	6/11-12/85. Travel Educator's Forum	Arlington, VA

Faculty Development Project Awards--a series of mini-grants awarded to interested faculty on a competitive basis--have nurtured the improvement of existing courses, the creation of new course and program options, and the exploration of important aspects of basic skills programming and placement. (See Figure 6 below for a summary of Faculty Development Project Awards to date.)

Synergy, a quarterly professional development newsletter has been created to provide a faculty-wide forum for communicating information, sharing ideas, and stimulating thought about professional support activities and fundamental educational concerns. Though the Coordinator of Curriculum Development serves as general editor, all academic faculty and staff members are encouraged to participate actively in the creation each newsletter issue by serving as authors, copy readers, column writers, and news providers.

The Reading Area Community College Professional Support Program has also initiated a local collaborative effort. Representatives from the five area college faculties--Albright, Alvernia, Kutztown, Penn State, and RACC--have created the Greater Reading Area Faculty Forum (GRAFF). Members of the five faculties come together to identify and explore generic issues of mutual concern, to nurture interdisciplinary approaches to these issues, to promote informed dialogue regarding the importance of higher education (as well as ways of making meaning within the undergraduate curriculum), and to create vibrant and viable means of sustaining collaborative faculty growth. Several RACC faculty have benefitted substantially from initial interactions with colleagues from these other area colleges and universities.

Figure 6

FACULTY DEVELOPMENT PROJECTS FUNDED, 1982-1985

Project Author(s)	Project Titles
1. Ann Flamm	"Research and Development Toward Initiation of a Center for Older Adults"
2. Susan Hartman	"Integration of Basic Skills Software and Videotape Modules into the English as a Second Language Curriculum"
3. Annette Horner and Karen Jacobson	"An Action Research Proposal: Identifying and Addressing Problems Related to RACC's Writing Laboratory"
4. Annette Horner and Karen Jacobson	"Revision of The Developmental Studies Program Writing Course Through Integration of Process-Editing Instructional Strategies"
5. Beverly Kovacs	"Development and Initiation of a Needs Assessment Related to the Unmet Needs of Berks County Elderly Citizens Leading to New Program Recommendations"
6. Beverly Kovacs	"Research and Development Toward Initiation of a Center for Older Adults"
7. Andrew Lapinski	"Determination of Local Needs and Applications of Robotics Technology Leading to Development of New Courses Related to Industrial Management and Engineering Technology Programs"

Figure 6

FACULTY DEVELOPMENT PROJECTS FUNDED, 1982-1985 (Continued)

Project Author(s)	Project Titles
8. Paula Maize	"Development of a Competency Based 'Principles of Accounting II' Course and Related Credit-by-Examination Materials"
9. Judith Schum	"Writing Sample: Third Reader Assessment"
10. Bruce Stanley	"Development of Computer-Enhanced Style Analysis, Library Use, and Outlining Skills Testing Programs for The Technical Writing Curriculum"
11. Sylvia Wolff	"An Evaluation of the Effectiveness of The Developmental Studies Program Reading Course"

Individual growth is nurtured in many ways as the latest fellowship, graduate educational, and career-related opportunities are posted in the Professional Support Center. Faculty members often pursue these opportunities to fulfill personal needs or satisfy professional requirements for continued certification and licensure. The Curriculum Enrichment Office serves as a clearinghouse for professional development opportunities and routes pertinent information (e.g., audio-tapes, article reprints, brochures, and preview texts) to appropriate academic faculty and professional staff. The Coordinator of Curriculum Development provides career guidance and individual consultation to those interested in pursuing these opportunities.

Two exciting new approaches to individual growth have also been developed as part of the Professional Support Program. A luncheon video series has been initiated and a different series is shown each academic term in one of the conference rooms. Four series have been created around the topics of human development, the evolution of ideas, women's issues, and computers in education. (See Figure 7 below for a summary of series topics.)

Twenty-seven Professional Support Program handouts were distributed to faculty during 1984-1985 (See Figure 8 below for a list of handouts.) and forty-three additional books and five professional journals were also purchased to augment the collection of materials housed in the Professional Support Center. (See Appendix A.)

3. The "Personalized Professional Development Plan"

The "Personalized Professional Development Plan" provides another, and unique, approach to individual growth. (See Appendices B and C.)

Figure 7

1984-1985 LUNCHEON VIDEO SERIES

Humar Development Series		Evolution of Ideas Series	
Date	Titles	Date	Titles
January 7, 1985	1. Man: The Incredible Machine 2. Language Development	April 12, 1985	1. Freud: The Hidden Nature of Man 2. Cognitive Development
January 14, 1985	1. Hidden Universe: The Brain Divided	April 19, 1985	1. Socialization - Moral Development 2. Morality - The Process of Moral Development
January 21, 1985	1. Brain and Consciousness 2. Development of the Adult		
January 28, 1985	1. Left Brain, Right Brain	April 26, 1985	1. Actualization Therapy 2. Grief Theory
February 6, 1985	1. I.Q. Myth		
February 15, 1985	1. Forever Young	May 3, 1985	1. Anxiety: Concepts and Manifestations 2. Learning to Cope
February 20, 1985	1. Aging 2. Legacy: Children of Holocaust Survivers	May 10, 1985	1. Anxiety: The Endless Crisis
February 27, 1985	1. Kitty: Return to Auschwitz	May 17, 1985	1. Aggression: The Explosive Emotion

Figure 8

PROFESSIONAL SUPPORT PROGRAM HANDOUTS
1984-1985

1. "Integrity in the College Curriculum," Text of the report of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees.

2. Text of "Involvement in Learning: Realizing the Potential of American Higher Education."

3. "New Age Education" by Ronald Barnes.

4. "A Handful of Two-Year Colleges Awarding 'Merit' Raises to Outstanding Teachers," by Liz McMillan.

5. "To Reclaim a Legacy," Text of the Report on Humanities in Education," by William J. Bennett.

6. "Teaching Basic Skills to College Students," by Nancy Rabianski-Carrinolo.

7. "Mindspring: Suggesting Answers to Why Productivity is Low," by George Prince.

8. "Creativity and Learning as Skills, not Talents," by George Prince.

9. "Putting the Other Half of the Brain to Work," by George Prince.

10. "Questions That Should be Considered in Designing a Comprehensive Evaluation of a College Course," by Richard R. Sudweeks and Robert M. Diamond.

11. "The Feedback Lecture," by Dean Osterman, Mark Christensen, and Betty Coffey.

12. "Teaching Decision-Making with Guided Design," by Charles Wales and Anne Nardl.

13. "Academic Alliances: School/College Faculty Collaboratives," by Claire Gaudiani.

14. "How to Attend a Professional Conference Like a Professional," by Angus Reynolds.

15. "Recognizing Writing as the Key to Learning," by James Howard.

16. "Learning Disabilities" compiled by Kathleen Donahue.

17. "What is Clinical Ecology?" by the Society for Clinical Ecology.

18. "The American Teacher," by A. Bartlett Giamatti.

19. "College Teaching by the 'Case Method:' Actively Involving Students is the Aim," by Robert Jacobson.

PROFESSIONAL SUPPORT PROGRAM HANDOUTS CONTINUED

20. "Policy Statement on the Associate Degree," AACJC Policy Brief.

21. "Immediate Course Enrichment (Futurism)," Memorandum by Neal Norris.

22. "A Question of Balance," by Joan Kofodimos.

23. "A Call for Change in Teacher Education," Text of the report of the National Commission for Excellence in Teacher Education.

24. "Dehumanizing the Humanities," by Jonathan Kozol.

25. "Consequences," by Morgan McCall and Robert Kaplan.

26. "Why I Write: Making No Become Yes," by Elie Wiesel.

27. "Making Collaborative Learning Work: Some Questions to Guide Planning for the Community of Learners," by J. Kurfiss.

The "Plan" contains four parts: a professional profile, an academic profile, a professional development worksheet, and a personalized activity plan. It assists faculty in assessing previous accomplishments, determining current interests and needs, and achieving future aspirations.

Use of the "Plan" is voluntary and accomplishment of "Plan" goals and activities remains separate from general evaluation and tenure processes. Faculty may continue using the traditional "Self-Evaluation" instrument or may adopt the "Plan" as an alternate way of growing. Participants consider divisional and institutional goals in their thinking and link individual "Plan" goals to these as appropriate. The College attempts, through Professional Support Program funds and use of contractually related reimbursements, to provide adequate support to accomplish mutually agreed upon professional development goals and objectives to the extent possible within existing financial conditions.

Once the initial "Plan" has been created, brief, confidential semi-annual review meetings are scheduled to discuss revisions and update activities in light of developing opportunities. When used appropriately in consultation with the Vice President of Academic Affairs, the Coordinator of Curriculum Development, or the division chairperson, the "Plan" can serve as an effective way of organizing and planning life-long, self-directed learning.

Another key program document, the Professional Support Program Guidebook, has also been created to explain the basic organizational structure, support service areas, activities, and financial resource support of the Professional Support Program. If used in conjunction with the "Personalized Professional Development Plan," a faculty or professional staff member can organize an individual, systematic, and

comprehensive growth plan, accessing all available College resources. It provides a potent means of marshalling the financial, human, and physical resources of the program in specific directions of mutual benefit to the individual faculty member, his or her academic division, and the institution.

Few such personalized approaches to professional development exist currently within the higher educational community. As such, the "Personalized Professional Development Plan" represents a significant departure from traditional avenues of faculty development, the potential benefits of which appear very promising.

Nationally, interest in more individualized approaches to faculty, staff, and administrative development has been growing slowly. This approach, though pioneered during the past decade-and-a-half by Furman University in Greenville, North Carolina, Gordon College in Wenham, Massachusetts, and Austin College in Sherman, Texas, remains experimental. RACC faculty have evaluated initial use of the "Personalized Professional Development Plan" in basically positive terms, and national interest in this approach continues. This interest is evidenced by the number of requests (which have been received in the past year) for detailed information concerning the successful application of the "Plan." So far, twelve universities, three colleges, and four community colleges throughout the United States, Canada, and West Germany have submitted such requests. At least one large midwestern community college, Cuyahoga Community College in Cleveland, Ohio, has adopted a modified version of the "Plan" for its administrative personnel. (See Appendix D.)

Section B: Individual Assessment of the Personalized Plan Model

Having provided a brief sketch of the evolving context of professional development programs for college faculty, and having indicated the importance ascribed to individualized models of professional development programming as the latest phase of the faculty development movement emerges, it is important to allow those faculty who chose to initiate the "Personalized Professional Development Plan" this year a chance to provide their evaluated sense of its worth, both personally and professionally. This qualitative assessment by those who have actually used the "Plan" allows us to benefit from the intuitive insights gained by concrete experience, something often neglected in more formal, objective evaluation procedures. The candid assessments of five participating faculty members are presented below, and a general summary assessment will follow in Section C.

1. Assessment by Faculty Member A

"The 'Personalized Professional Development Plan' has several advantages over the 'Self-Evaluation' format which I used in previous years. These advantages include the ability to select the recipient of the document, the shift in thinking which the 'Personalized Professional Development Plan' prompts, the sense of the continuum of education and experience that the 'Plan' fosters, and the non-threatening aspect of this self-evaluation tool.

"The initial advantage of the 'Personalized Professional Development Plan' is the faculty member's ability to select the staff member to whom the document is forwarded. In the past, 'Self Eval-

uations' had to be sent to division chairpersons and to the Vice President of Academic Affairs. While such an arrangement may work in some divisions, the idea of sharing personal goals or special interests with a person that a faculty member may not respect or with whom a faculty member may have had a disagreement, is difficult at best. Add to that potential problem, the lack of confidentiality with which some division chairs and some administrative secretaries hold 'Self-Evaluations' (e.g., a Self-Evaluation left on a desk and being perused by a snooping adjunct or one individual's personal aspirations being shared with another member of that division by the chairperson), and some understanding of the importance of selecting the recipient may become clear. The choice for me was particularly significant. Having the Coordinator of Curriculum Development see my 'Plan' enabled me to secure the help (via handouts, suggested activities, discussions, suggestions, and the like) necessary to move in the direction of realizing and/or modifying my goals.

"The shift in thinking prompted by the 'Personalized Professional Development Plan' is the second advantage of this evaluation tool. So much of the previously used 'Self-Evaluation' is (was) based on pretense. One faculty member, for instance, calls herself a consultant when all she does occasionally is recommend books to a school library; another individual discusses his intensive graduate study when a more descriptive way of phrasing his accomplishments is to say he reads a great deal. The 'Personalized Professional Development Plan,' however, eliminates the academic rhetoric. The 'Plan' forces an individual to see that growth is necessary, is expected, and (most of all) is possible. While most educated persons discuss growth and potential, the

sad fact is that many of us in the academic rut give only lip service to personal development. The 'Personalized Professional Development Plan' provides a vehicle with which to map the immediate and longer-ranged future. In itself, the 'Plan' is a teaching tool. It teaches the person creating the personal plan how to expand his/her focus beyond the end of the term or the school year.

"This sense of a continuum is the third advantage of the 'Personalized Professional Development Plan.' It forces a person to see all of the successes and accomplishments that have created the now in his/her life. (In my case the 'Plan' forced me to gather credentials and certificates and to verify dates of experience--something I had not done for over four years.) More importantly, the 'Plan' forces a person to realize the obvious--something philosophically acknowledged but frequently lost in the shuffle of academic routine, year-long budgets, and term-by-term schedules--that planning for tomorrow involves more than thinking about the next list of students to be taught or the next group of courses to prepare. The 'Personalized Professional Development Plan' virtually eliminates such shortsightedness. Instead it makes the participant in the 'Plan' cognizant of the world beyond the end of the school year. The 'Plan' urges that forward movement, gently and subtly, as it teaches the staff member to establish goals and to set priorities. No amount of talking about goals would have made me think in the future terms that working through the questions and answers of the 'Plan' has.

"A final advantage of the Personalized 'Professional Development Plan' is its non-threatening nature. No one forces an individual to set goals. Instead, the 'Plan' provides a vehicle, a tutorial of sorts, to

help the interested participant establish himself/herself as part of a personal and professional continuum.

"Obviously, I found using the 'Personalized Professional Development Plan' a definite benefit at this stage in my career. I think, however, that not everyone will want to do the work involved in completing the first year of participation. (Completing the whole document the first time is awesome!) Therefore, I would suggest keeping current participation optional. I also think that some discussions with the Coordinator of Curriculum Development (or other selected recipient of an individual 'Plan') are necessary during the drafting of the document and after it is completed. In that way orientation to the new form of planning (that's a much less threatening word than evaluation) and a sense of guidance once that planning is shared will make the faculty member feel that he/she has someone in-house to assist with accomplishing his/her goals. (A final recommendation may be to eliminate anecdotal evaluations by weary 'Plan' participants.)

"Completing the 'Personalized Professional Development Plan' is (was) an enlightening (and sometimes humbling) experience. But it was worth the effort. For the first time in quite a while, I'm looking ahead!"

2. Assessment by Faculty Member B

"Using the 'Personalized Professional Development Plan' rather than the traditional 'Self-Evaluation' instrument has been very beneficial to me this year.

"First, the 'Plan' assisted me in organizing my professional goals in a coherent fashion and forced me to determine objectives and step-by-step activities which would foster systematic movement toward those goals.

"Second, the 'Plan' required serious thought concerning the professional career context in which these activities were being pursued. Sifting through previous experiences, courses, and job duties allowed me to articulate my current goals and focus them very clearly on specific directions of growth.

"Though completing the 'Plan' was an exhausting process, I have benefitted substantially from using it this year. The semi-annual update meetings also allow the flexibility necessary for mid-course correction and unanticipated opportunities. I appreciate the confidential, supportive nature of these meetings because they often lead to intriguing insights and permit the 'freedom to fail' with grace. Initiating the 'Plan' at the College is certainly one important step in the right direction."

3. Assessment by Faculty Member C

"The 'Personalized Professional Development Plan' allowed me to take a good, close look at myself professionally. I feel I have benefitted professionally and personally in many ways.

"I was able to list my professional achievements over the past ten years. I can see how I have grown and the direction my career has taken. I feel a good, honest self-evaluation is healthy. It enabled me to look at myself from afar in order to see the entire picture of my career at this time. I feel it will assist me in planning for the future.

"I have not been able to take advantage of continuing education in working toward my career goal. However, I have been employed as a consultant in the field of science education. This experience has been and continues to be invaluable to me professionally. I am learning by doing rather than vicariously. This experience is providing original data that could be used for a doctoral dissertation. I feel this has been especially fruitful in such a short period of time as I continue to plan for my professional future.

"I think it is beneficial to review yourself semi-annually in order to get a feeling for where you were in relation to where you are now. By doing this you can see if you are on target as to your long-range goals or if you need to make adjustments due to unforseeable circumstances.

"Personally, I have also grown. I took time out of my schedule to take golf lessons. I am now playing the game on a regular basis for relaxation. One year ago I wasn't doing anything on a regular basis for relaxation.

"The College has not committed itself to adequate financial and personnel support to accomplish identified growth objectives. The professional support is coming from soft money provided by Title III funding. There needs to be a hard money commitment in this area. However, the administration supported my being hired as a consultant outside my assigned duties by allowing me to create a flexible work schedule. Without this cooperation the professional growth I am experiencing would not have been possible.

"I recommend the 'Personalized Plan' to my colleagues for several reasons. I feel it is much more productive than the Self-Evaluation if

taken seriously. It is better to take a look at yourself over a long period of time as opposed to an annual basis if you are working toward a long-term professional goal."

4. Assessment by Faculty Member D

"I found the 'Personalized Professional Development Plan' very useful. It helped me to decide what I did not want to do and helped me establish priorities relating to my current circumstances, the energy I have, etc.

"Essentially, using the 'Plan' told me that I am not going to spend a lot of time outside my teaching in such activities as formal graduate program work. I will, instead, be concentrating my efforts on revising and improving my existing courses at the College and reading in the fields of gerontology and higher education. I plan to work on beefing up the Associate in Applied Sciences program and hopefully add a certificate program as well.

"Additional time will be devoted to furthering the idea of an adult day care program at the College and to accomplishing my other one-year goals."

5. Assessment by Faculty Member E

"I used the 'Personalized Professional Development Plan' this year and found it a very useful tool; using it stimulated longer-range thinking than did the traditional 'Self-Evaluation.' The 'Plan' requires you to think beyond the immediate context of our own college and promotes a more specific articulation of goals and ideas. I would characterize the 'Plan' as thought-provoking and its format as excellent which made it very easy to follow.

"To succeed ultimately, though, the 'Personalized Professional Development Plan' must be tied to an on-going supervisory plan. It must be demonstrated that it matters; that it will not be filed away to gather dust; that it will be meaningful in significant ways. That was true of the 'Self-Evaluation' as well as the 'Personalized Professional Development Plan.' In the day-to-day muck of things, I forget my overall goals and need to be reminded of them by someone else who acts in partnership with me. What people attempt and accomplish must be rewarded; they must be recognized for what they are doing. Otherwise, people run solely on their inner resources, and these are very finite."

Section C: Summary Assessment of the Personalized Professional Development Plan Model

In planning and initiating the RACC Professional Support Program, several general guidelines emerged from a review of relevant professional development research and were carefully incorporated into the basic conceptual framework. (See Appendix E.) Following Nelsen (1983) and others, the Professional Support Committee has attempted to create faculty and professional staff development activities that are multi-faceted and flexible. Corporate (that is, faculty-wide and campus -wide) activities have been paralleled and interrelated with divisional and individual growth opportunities. Personal career-development concerns have been balanced with professional growth through instructional improvement, curricular enrichment, and new program development efforts.

Faculty Training Seminars have been organized around specific teaching and learning improvement topics and delivered in an informal,

non-clinical fashion. Faculty-wide and campus-wide Professional Development Institutes have provided intensive explorations of larger issues of generic educational concern (e.g., learning style theories and their application). Inter-institutional collaborative growth opportunities have been created through the formation of the Greater Reading Area Faculty Forum (GRAFF), an informal county-wide higher educational effort involving five colleges and universities.

An attempt to move beyond conventional, reactive evaluation procedures toward a proactive, longer-term planning orientation is embodied in the creation and use of the "Personalized Professional Development Plan." And finally, the Professional Support Committee has worked diligently and tirelessly to create a comprehensive, interrelated network of complementary support services, hoping to demonstrate by example and effect the necessity of assigning the program a prominent role and permanent place within the College community.

Part of the "pattern of truth" which emerges from the individual faculty assessments presented in Section B may be cast in the form of six major advantages and two chief disadvantages of using the "Personalized Professional Development Plan" in place of the traditional "Self-Evaluation" as a means of professional growth. The six major advantages of adopting the "Plan" include:

1. A greater number of people from whom to choose as a collaborator in the development of "Plan" goals and objectives. The selection of a non-threatening, supportive person to assist in goal planning and activity completion seems essential to the success of this approach.

2. A shift in thinking from the short-term present toward a more holistic, longer-term future.

3. A heightened sense of the essential interrelationship of education and experience.

4. A move toward the positive notion of collaborative planning and away from the traditionally punitive image conjured up by evaluation.

5. A more effective means of organizing past experiences, present circumstances, and future intentions in a coherent fashion.

6. A stronger prompting of critical self-reflection which may likely lead to more meaningful planning and growth.

Two chief disadvantages of this personalized approach include:

1. A greater initial expenditure of time and energy.

2. The active intellectual and financial support it requires from the College administration to succeed ultimately.

Most of these advantages and disadvantages have also been noted by participants in similar personalized professional development approaches at other colleges and universities. Successful adoption of this "Plan" as an important means of individual professional development and institutional renewal seems to require several fundamental changes in the traditional constellation of academic rewards still used at most colleges. Moreover, this approach must be grounded on a clear articulation of stratigic, longer-term College-wide and departmental goals if "Plan" participants are to benefit the College community as well as themselves.

At bottom, though, the essential meaning and ultimate power of the "Personalized Professional Development Plan" was captured in these faculty words: "The 'Plan' forces an individual to see that growth is necessary, is expected, and (most of all) is possible." When used properly the "Plan" provides a potent means of marshalling the financial, human, and physical resources of the Professional Support Program in specific directions of mutual benefit to the individual faculty person and the entire College community.

APPENDICES

Appendix A: Professional Support Center
Book Purchases, 1984-1985

PROFESSIONAL SUPPORT CENTER BOOK PURCHASES,
1984-1985

1. Experience and Learning by Arthur W. Chickering
2. Faculty Development in a Time of Retrenchment by the Group for Human Development in Higher Education
3. Computer Literacy by John V. Lombardi
4. The Troubled Crusade: American Education, 1945-1980 by Diane Ravitch
5. Education and Values
6. Professional Development: A Guide to Resources by Sally Shake Gaff
7. Beyond Piaget: A Philosophical Psychology by Jean-Claude Brief
8. Philosophy of Education Since Mid-Century
9. Changing Practices in Faculty Evaluation by Peter Seldin
10. Educating for Survival by Ernest L. Boyer
11. The Reflective Practitioner by Donald A. Schon
12. Children's Ways of Knowing by Nathan Isaacs
13. More Work for Mother by Ruth Schwartz Cowan
14. Landscapes of Learning by Maxine Greene
15. Literacy and the Survival of Humanism by Richard A. Lanham
16. Experiential Learning by David Kolb
17. College Faculty: Versatile Human Resources in a Period of Constraint
18. Successful Faculty Evaluation Programs by Peter Seldin
19. School and College by Gene I. Maeroff
20. Aims of Education by Leslie Melville Brown
21. Goal Analysis by Robert Frank Mager
22. Developing Attitude Toward Learning by Robert Frank Mager
23. Measuring Instructional Results by Robert Frank Mager
24. Teaching in College: A Resource for Adjunct and Part-time Faculty
25. Advising by Faculty by Howard C. Kramer
26. Voluntary Simplicity by Duane Elgin
27. The Turning Point by Fritjof Capra
28. Beyond Despair by Robert Theobald
29. The Nine American Lifestyles by Arnold Mitchell
30. The Global Brain by Peter Russell
31. Cognition and Environment by Stephen Kaplan
32. The Next Economy by Paul Hawken
33. R. Buckminster Fuller on Education by R. Buckminster Fuller
34. Helping Ourselves: Local Solutions to Global Problems by Bruce Stokes
35. Future Man by Chris Morgan
36. Decide to Live by William A. Charland
37. Dichotomies of the Mind by Walter Lowen
38. Learning How to Learn: Applied Theory for Adults by Robert M. Smith
39. Freedom to Learn for the 80's by Carl R. Rogers
40. Student Stress: Effects and Solutions by Neal A. Whitman
41. The Academic Ethic by Edward Albert Shils
42. Preparing for High Technology: Programs That Work
43. Please Understand Me: Character and Temperment Types by David Keirsey (2 copies)

Appendix B: The Evaluation Memorandum

MEMO

READING AREA COMMUNITY COLLEGE
P.O. Box 1706, Reading, Pa. 19603

TO: "Personalized Professional Development Plan" Participants

FROM: Dr. Neal Norris, Coordinator of Curriculum Development

DATE: May 2, 1985

RE: EVALUATION OF THE "PERSONALIZED PROFESSIONAL DEVELOPMENT PLAN"

The July, 1985, Title III Curriculum Enrichment Activity Milestone requires an "evaluation of the individualized Professional Development Program model."

Since you have chosen to complete the "Personalized Professional Development Plan" rather than the traditional "Self-Evaluation" form, I felt I should contact you to determine the most effective means of evaluating the usefulness of the "Plan" in helping you identify and pursue important professional growth opportunities.

Perhaps the simplest approach would be a one-to-two page anecdotal response. The following questions may provide some guidance.

1. In what ways has the "Personalized Professional Development Plan" assisted your professional growth?

2. What features of this Plan have proven especially fruitful in your planning? (Consider such things as comprehensiveness, specificity, long-term nature, and pro-active approach.)

3. What specific weaknesses of this approach should be addressed in future revisions?

4. Has the College provided adequate financial and personnel support to accomplish identified growth objectives?

5. Would you recommend adoption of this personalized approach to professional development to your colleagues? Why or why not?

Please stop by my office if you are uncomfortable with this means of evaluation or wish to review your plan before writing your evaluation.

Thanks!

lw

Appendix C: The "Personalized Professional Development Plan"

READING AREA COMMUNITY COLLEGE
PERSONALIZED PROFESSIONAL DEVELOPMENT PLAN

_____

_____

EFFECTIVE

_____

Reading Area Community College
10 South Second Street
P.O. Box 1706
Reading, Pennsylvania 19603
(215) 372-4721

INTRODUCTION

SINCE 1982 THE DIVISION OF ACADEMIC AFFAIRS HAS MADE A CONCERTED EFFORT TO CREATE A COMPREHENSIVE PROFESSIONAL SUPPORT PROGRAM FOR ALL FULL- AND PART-TIME FACULTY MEMBERS OF READING AREA COMMUNITY COLLEGE. THE PROFESSIONAL SUPPORT PROGRAM IS FOUNDED ON THE CONVICTION THAT OUR FACULTY REPRESENT A VITAL HUMAN RESOURCE THAT SHOULD BE ACTIVELY SUPPORTED AND SYSTEMATICALLY RENEWED--A CONVICTION SOLIDLY GROUNDED ON THE IDEAL OF LIFE-LONG, SELF-DIRECTED LEARNING. THE CHIEF PURPOSE OF THAT PROGRAM IS TO PROVIDE A SUPPORTIVE CLIMATE WITHIN WHICH FACULTY MAY ENRICH THEIR PERSONAL AND PROFESSIONAL CAPACITIES TO TEACH OUR STUDENTS EFFECTIVELY.

THE PERSONALIZED PROFESSIONAL DEVELOPMENT PLAN HAS BEEN DEVISED BY THE PROFESSIONAL SUPPORT COMMITTEE TO PROVIDE AN INDIVIDUAL MEANS OF NURTURING THESE CAPACITIES. THE PLAN CONTAINS FOUR PARTS: A PROFESSIONAL PROFILE, AN ACADEMIC PROFILE, A PROFESSIONAL DEVELOPMENT WORKSHEET, AND A PERSONALIZED ACTIVITY PLAN. IT HAS BEEN CREATED TO ASSIST YOU IN: (1) ASSESSING PREVIOUS ACCOMPLISHMENTS, (2) DETERMINING CURRENT INTERESTS AND NEEDS, AND (3) ACHIEVING FUTURE ASPIRATIONS. IF USED APPROPRIATELY IN CONFIDENTIAL CONSULTATION WITH THE COORDINATOR OF CURRICULUM DEVELOPMENT OR YOUR DIVISION CHAIRPERSON, THE PLAN CAN SERVE AS AN EFFECTIVE WAY OF ORGANIZING AND PLANNING YOUR LIFE-LONG LEARNING.

USE OF THIS PLAN IS VOLUNTARY AND ACCOMPLISHMENT OF PLAN GOALS AND ACTIVITIES WILL REMAIN SEPARATE FROM GENERAL FACULTY

EVALUATION AND TENURE PROCESSES. YOU MAY CONTINUE USING THE EXISTING SELF-EVALUATION OR ADOPT THIS PLAN AS AN ALTERNATE WAY OF GROWING. NO ONE IS EXPECTED TO COMPLETE EVERYTHING IN EACH CATEGORY OF THE PLAN, SINCE IT IS DESIGNED TO BE COMPREHENSIVE IN SCOPE AND INCLUSIVE IN FORMAT.

PARTICIPANTS SHOULD CONSIDER DIVISIONAL AND INSTITUTIONAL GOALS IN THEIR THINKING AND LINK INDIVIDUAL PLAN GOALS TO THESE AS APPROPRIATE. THE COLLEGE WILL ATTEMPT TO PROVIDE ADEQUATE SUPPORT TO ACCOMPLISH MUTUALLY AGREED UPON PROFESSIONAL DEVELOPMENT GOALS AND OBJECTIVES TO THE EXTENT POSSIBLE, GIVEN EXISTING FINANCIAL CONDITIONS. ACCESS TO PERSONALIZED PROFESSIONAL DEVELOPMENT PLANS IS STRICTLY LIMITED. COLLEGE COPIES WILL BE SECURELY LOCKED IN THE ACADEMIC AFFAIRS FILES IN ROOM 325. ONCE THE INITIAL PLAN HAS BEEN CREATED, BRIEF, CONFIDENTIAL SEMI-ANNUAL REVIEW MEETINGS WILL BE SCHEDULED TO DISCUSS REVISIONS AND UPDATE ACTIVITIES IN LIGHT OF DEVELOPING OPPORTUNITIES.

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PART ONE: PROFESSIONAL PROFILE

ALL INFORMATION SHOULD BE PROVIDED IN REVERSE CHRONOLOGICAL ORDER, INDICATING PERIODS OF INVOLVEMENT AS APPROPRIATE.

STATEMENT OF FUNDAMENTAL PROFESSIONAL INTERESTS

PREVIOUS EDUCATION

A. GRADUATE EDUCATION (PLEASE PROVIDE DEGREE(S) CONFERRED, AREA(S) OF SPECIALIZATION, GRANTING INSTITUTION, AND DATE DEGREE WAS CONFERRED.)

B. EXTRA NON-DEGREE GRADUATE CREDITS

C. UNDERGRADUATE EDUCATION (PLEASE PROVIDE AS IN 'A' ABOVE.)

D. EXTRA NON-DEGREE UNDERGRADUATE CREDITS OR CERTIFICATES

E. SPECIAL ACADEMIC ENRICHMENT, HONORS, ETC.

CURRENT PROFESSIONAL AFFILIATIONS (PLEASE PROVIDE THE FULL NAME OF EACH ORGANIZATION AND OFFICES HELD.)

PREVIOUS PROFESSIONAL EXPERIENCES (PLEASE SPECIFY EXACT POSITION TITLE, NAME OF INSTITUTION, AND NUMBER OF YEARS.)

A. ADMINISTRATION AND SUPERVISION

B. RESEARCH (PLEASE INDICATE THE PRECISE NATURE OF THE RESEARCH BY PROVIDING EXACT TITLES, FIELDS, ETC.)

C. TEACHING (PLEASE SPECIFY GRADE LEVELS, SUBJECT AREAS, AND NUMBER OF YEARS.)

D. OTHER RELATED PROFESSIONAL EXPERIENCES

PROFESSIONAL SERVICE (PLEASE LIST LOCAL, STATE, NATIONAL, AND INTERNATIONAL SERVICE ACTIVITIES, INCLUDING DATES OF INVOLVEMENT.)

COMMUNITY SERVICE (PLEASE LIST LOCAL ACTIVITIES SUCH AS LEAGUE OF WOMEN VOTERS, CHAMBER OF COMMERCE, UNITED FUND, BERKS WOMEN IN CRISIS, ETC., INCLUDING DATES OF INVOLVEMENT.)

PRESENTATIONS AND PAPERS (PLEASE SPECIFY DATES, LOCATIONS, SPONSORING ORGANIZATIONS, AND EXACT TITLES.)

PUBLICATIONS (PLEASE PROVIDE A FULL CITATION, SPECIFYING EXACT TITLES, CO-AUTHORS, DATES OF PUBLICATION, PUBLISHER, ETC.)

GRANT AWARDS (PLEASE INDICATE WHETHER YOU WERE THE SOLE AUTHOR, CO-AUTHOR, OR RESPONSIBLE ADMINISTRATOR OF THE GRANT AND PROVIDE EXACT DATES AND TITLES.)

MISCELLANEOUS PROFESSIONAL INFORMATION

PART TWO: ACADEMIC PROFILE

1. PRIMARY COURSE ASSIGNMENTS (PLEASE LIST COMPLETE RACC COURSE NUMBER AND TITLE.)

_____

_____

_____

_____

_____

_____

2. CONTENT AREA(S) IN WHICH YOU ARE CURRENTLY CERTIFIED OR LICENSED TO INSTRUCT AS A RESULT OF COMPLETING APPROPRIATE DEGREE STUDY. (PLEASE INDICATE TYPE OF CERTIFICATION OR LICENSING, GRANTING STATE OR STATES, AND SUBJECT AREAS.)

_____

_____

_____

_____

_____

_____

3. OTHER CONTENT AREAS YOU HAVE TAUGHT:

_____

_____

_____

_____

_____

_____

4. NUMBER OF COURSE OVERLOADS PER TERM YOU USUALLY ACCEPT (PLEASE CHECK ONE.):

_____(0) _____(1) _____(2)

5. AVERAGE NUMBER OF STUDENTS YOU INSTRUCT PER ACADEMIC YEAR:

_____

_____

_____

_____

6. NUMBER OF COURSE SECTIONS TAUGHT PER SUMMER SESSION (PLEASE CHECK ONE.):

_____(0) _____(1) _____(2)

7. TYPICAL STUDENT ADVISEMENT LOAD:

_____ NUMBER OF STUDENTS _____PROGRAM AREAS

_____

_____

_____

_____

8. SPECIAL ADMINISTRATIVE ASSIGNMENTS:

_____ DIVISION CHAIRPERSON

_____ COMMITTEE CHAIRPERSON

_____ SPECIAL PROJECT DIRECTOR

_____ OTHER _____

9. COLLEGE STANDING COMMITTEES ON WHICH YOU CURRENTLY SERVE (E.G., ACADEMIC AFFAIRS, CURRICULUM COMMITTEE, DIVISION CHAIRS):

_____

_____

_____

_____

_____

_____

_____

_____

10. COLLEGE AD HOC OR SPECIAL PURPOSE COMMITTEES OR TEAMS ON WHICH YOU SERVE (E.G., ACADEMIC RANK, PROFESSIONAL SUPPORT COMMITTEE, BASIC SKILLS ARTICULATION TEAM):

_____

_____

_____

_____

_____

_____

OTHER (INCLUDING SERVICE AS COLLEGE CLUB ADVISOR):

_____

_____

_____

_____

11. ACADEMIC RANK AT WHICH YOU WERE HIRED, AND YEAR HIRED:

	RANK	TERM/YEAR HIRED
_____	PROFESSOR	_____
_____	ASSOCIATE PROFESSOR	_____
_____	ASSISTANT PROFESSOR	_____
_____	INSTRUCTOR	_____
_____	ADJUNCT FACULTY	_____

12. CURRENT ACADEMIC RANK AND TERM/YEAR ATTAINED:

	RANK	TERM/YEAR ATTAINED
_____	PROFESSOR	_____
_____	ASSOCIATE PROFESSOR	_____
_____	ASSISTANT PROFESSOR	_____
_____	INSTRUCTOR	_____
_____	ADJUNCT FACULTY	_____

13. TERM AND YEAR IN WHICH YOU ANTICIPATE ATTAINING NEXT ACADEMIC RANK. IF YOU HAVE ALREADY ATTAINED THE RANK OF PROFESSOR, INDICATE THE TERM AND YEAR IN WHICH YOU ACHIEVED THAT RANK.:

RANK	TERM/YEAR ACHIEVED
_____ PROFESSOR	_____
_____ ASSOCIATE PROFESSOR	_____
_____ ASSISTANT PROFESSOR	_____
_____ INSTRUCTOR	_____
_____ ADJUNCT FACULTY	_____

14. WHEN DO YOU ANTICIPATE BECOMING ELIGIBLE FOR YOUR NEXT SABBATICAL LEAVE? (PLEASE INDICATE TERM AND YEAR.)

_____

15. HAVE YOU RECEIVED OR TAKEN A SABBATICAL LEAVE PREVIOUSLY?

_____ YES IF YES, INDICATE TERM/YEAR:

_____ NO _____

16. HAVE YOU EVER BEEN ELIGIBLE FOR A SABBATICAL LEAVE BUT CHOSEN NOT TO TAKE IT?

_____ YES IF YES, INDICATE TERM/YEAR:

_____ NO _____

17. AT WHAT AGE AND IN WHICH CALENDAR YEAR DO YOU ANTICIPATE RETIRING?

_____

18. WOULD YOU BE INTERESTED IN CONSIDERING EARLY RETIREMENT SHOULD THE COLLEGE CREATE THAT AS AN EMPLOYEE OPTION?

_____ YES

_____ NO

_____ UNCERTAIN

19. PLEASE INDICATE THE NUMBER OF RELATED YEARS OF <u>FULL-TIME AND PART-TIME EMPLOYMENT</u> IN EACH LISTED AREA <u>PRIOR TO</u> ACCEPTING YOUR FIRST RACC POSITION:

FULL TIME	PART TIME	
_____	_____	PUBLIC, PRIVATE, OR PAROCHIAL SCHOOL TEACHING
_____	_____	PUBLIC, PRIVATE, OR PAROCHIAL SCHOOL ADMINISTRATION

Full Time	Part Time	
_____	_____	Higher Education Teaching
_____	_____	Higher Education Administration
_____	_____	Business and Industrial Experience
_____	_____	Social Service Agency Experience
_____	_____	Health Care Agency Experience
_____	_____	Other _____

20. Please explain any expansion of professional responsibilities which has occurred while you have held your current position (e.g., new projects, additional committee service, increased student advisement, etc.):

_____

_____

_____

_____

_____

_____

21. Please indicate any previous professional preparation specifically related to community college education and teaching (e.g., The History and Philosophy of the Community College, Student Characteristics and Developmental Needs, The Adult Learner, Governance and Finance within the Community College, Counseling Strategies within the Community College Setting):

Course/Seminar/Conference	Contact Hours/Credit Hours
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PART THREE: PROFESSIONAL DEVELOPMENT WORKSHEET

1. PLEASE INDICATE AREAS OF <u>SPECIFIC INTEREST</u> (INDICATING ITEMS WITHIN EACH CATEGORY IN ORDER OF IMPORTANCE):

   A. PERSONAL GROWTH

   B. PROFESSIONAL SERVICE

   C. TEACHING

   D. OTHER (E.G., SOCIAL, INTERPERSONAL)

2. PLEASE INDICATE AREAS OF <u>SPECIFIC NEED</u> (IN ORDER OF IMPORTANCE):

A. PERSONAL GROWTH

B. PROFESSIONAL SERVICE

C. TEACHING

D. OTHER (E.G., SOCIAL, INTERPERSONAL)

3. PLEASE DESCRIBE YOUR PRESENT PERSONAL CAREER ASPIRATIONS:

4. PLEASE OUTLINE (IN ORDER OF IMPORTANCE) SOME PROFESSIONAL GROWTH GOALS YOU ARE WILLING TO STRIVE TOWARD WITH APPROPRIATE ASSISTANCE FROM THE COLLEGE:

A. ONE-YEAR GOALS

B. FIVE-YEAR GOALS

C. CAREER-TERM GOALS

5. PLEASE DESCRIBE THOSE AREAS OF EXPERTISE YOU WOULD BE WILLING TO SHARE WITH YOUR COLLEAGUES. ALSO INDICATE WHETHER YOU WOULD SHARE YOUR EXPERIENCE INFORMALLY AS A RESOURCE PERSON, OR MORE FORMALLY AS A SEMINAR OR WORKSHOP PRESENTER TO YOUR COLLEAGUES:

6. PLEASE LIST THOSE PROFESSIONAL JOURNALS TO WHICH YOU PRESENTLY SUBSCRIBE:

7. PLEASE LIST THOSE PROFESSIONAL JOURNALS YOU USUALLY READ:

8. PLEASE INDICATE THE DEGREE TO WHICH YOU HAVE RELIED ON THE FOLLOWING MEANS OF PROFESSIONAL DEVELOPMENT SINCE BECOMING A FULL- OR PART-TIME RACC FACULTY MEMBER:

	SMALL DEGREE			GREAT DEGREE
FORMAL GRADUATE STUDY	1	2	3	4
PROFESSIONAL SERVICE ACTIVITIES	1	2	3	4

8. (CONTINUED)

	Small Degree			Great Degree
Specialized Conferences, Seminars, and Workshops	1	2	3	4
Internal Faculty Training Seminars and Professional Development Institutes	1	2	3	4
Systematic Program of Reading	1	2	3	4
Visits to Exemplary Program Sites	1	2	3	4
Faculty Exchange Programs	1	2	3	4
Externships (i.e., released or sabbatical time to work in social, health, or industrial settings)	1	2	3	4
Sabbatical Leaves	1	2	3	4
Leaves of Absence	1	2	3	4
Faculty Development Projects	1	2	3	4
Grant-Writing	1	2	3	4
Fellowships	1	2	3	4
Other: _____	1	2	3	4
_____	1	2	3	4

9. Please indicate the degree to which you intend to rely on the following means of achieving your goals:

	Small Degree			Great Degree
Formal Graduate Study	1	2	3	4
Professional Service Activities	1	2	3	4
Specialized Conferences, Seminars and Workshops	1	2	3	4
Internal Faculty Training Seminars and Professional Development Institutes	1	2	3	4

9. (CONTINUED)

	SMALL DEGREE			GREAT DEGREE
SYSTEMATIC PROGRAM OF READING	1	2	3	4
VISITS TO EXEMPLARY SITES	1	2	3	4
FACULTY EXCHANGE PROGRAMS	1	2	3	4
EXTERNSHIPS (I.E., RELEASED OR SABBATICAL TIME TO WORK IN SOCIAL, HEALTH, OR INDUSTRIAL SETTINGS)	1	2	3	4
	1	2	3	4
SABBATICAL LEAVES	1	2	3	4
LEAVES OF ABSENCE	1	2	3	4
FACULTY DEVELOPMENT PROJECTS	1	2	3	4
GRANT-WRITING	1	2	3	4
FELLOWSHIPS	1	2	3	4
OTHER: _____	1	2	3	4
_____	1	2	3	4

PART FOUR: PERSONALIZED ACTIVITY PLAN

GOALS	ACTIVITIES/COMPLETION DATES	MEASURES OF ACHIEVEMENT
ONE-YEAR GOALS:		

17

PERSONALIZED ACTIVITY PLAN

GOALS	ACTIVITIES/COMPLETION DATES	MEASURES OF ACHIEVEMENT
FIVE-YEAR GOALS:		

18

PERSONALIZED ACTIVITY PLAN

GOALS	ACTIVITIES/COMPLETION DATES	MEASURES OF ACHIEVEMENT
CAREER GOALS:		

Appendix D: College and University Interest in the RACC Individualized Professional Development Program Model

Universities

1. Brooklyn College of the City University of New York, Brooklyn, New York
2. University of Delaware, Newark, Delaware
3. University of Maryland, Munich Campus, West Germany
4. University of Minnesota, Duluth, Minnesota
5. University of North Dakota, Grand Forks, North Dakota
6. University of Pittsburgh, Pittsburgh, Pennsylvania
7. University of Rhode Island, Kingston, Rhode Island
8. Villanova University, Villanova, Pennsylvania
9. University of Waterloo, Waterloo, Ontario, Canada
10. Western Michigan University, Kalamazoo, Michigan
11. Witchita State University, Wichita, Kansas
12. University of Wisconsin, Stevens Point, Wisconsin

Colleges

1. College D'Enseignement General et Professionnel, John Abbott College, Ste. Anne de Bellevue, Quebec, Canada
2. Northwestern Michigan College, Traverse City, Michigan
3. St. Olaf College, Northfield, Minnesota

Community, Technical, and Junior Colleges

1. Gilford Technical Community College, Jamestown, North Carolina
2. Grant MacEwan Community College, Edmonton, Alberta, Canada
3. Howard Community College, Columbia, Maryland
4. Quinsigamond Community College, Worcester, Massachusetts

Appendix E: Selected Bibliography of Consulted Professional Development Literature

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